## **2011 Common Core Academy Grade 10 Participant Guide**

#### Day One

#### Achievement-Based Learning Outcomes

By the end of Day One participants will have:

- Completed a learning needs and resource assessment to better support their collaborative work throughout the week,
- Reviewed and analyzed the four Strands for Common Core to apply them to their practice,
- Used the Speaking and Listening Standards for productive collaboration with their strand teams,
- Used Learning Tasks to analyze Appendix B: Text Exemplars and Student Performance Tasks,
- Used Three Principles of Teaching and Learning for Understanding to analyze their current practices, and;
- Used the Top Ten Common Core Template tool to analyze a current writing lesson for the purpose of re-designing it.

#### Day One At-a-Glance

Day One At-a-C	Statice				
Time	Agenda				
8:30-8:45	Welcome Multi-Media				
9:00-10:00	Learning Task 1				
	Warm-Up: Learning Needs and Resource Assessment of Grade 10 Participants				
	9:30-10:00				
	Learning Task 2a				
	Four Strands of the Common Core Standards: Introduction "Key Design				
	Considerations" (p. 4, Introduction to CCSS)				
10:00-10:10	Break				
10:15-11:15	Learning Task 2b				
	Four Strands of the Common Core Standards: Introduction "College and Career				
	Readiness" (p. 7, Introduction to the CCSS)				
	10:45-11:15				
	Learning Task 2c				
	Four Strands of the Common Core Standards: Introduction "What the Common Core				
	Standards Are NOT" (p. 6 in the CCSS Introduction).				
11:15-12:00	Lunch				

12:00-2:00	Learning Task 2d Four Strands of the Common Core Standards: Implementation Strategies and First Steps Learning Task 3 "Productive Collaboration: Speaking and Listening Standards" (p. 8, Introduction to the Speaking and Listening Standards of the CCSS) Learning Task 4 "Learning Tasks for Inquiry-based Instruction" (Appendix B and Additional Resources) Learning Task 5
	"Three Principles of Teaching and Learning for Understanding" (Additional Resources)
2:00-2:10	Break and Snacks
2:15-3:15	Task 6 Analysis of Current Writing Lesson to Re-Design Instruction: "Common Core Top Ten Template" (Additional Resources)
3:15-3:30	Participant Feedback

#### **Additional Resources**

Taking Learning to Task (2001) by Jane Vella: http://www.globalearning.com/jane-vella.htm

- 1. Inductive Learning Task: Connects learners with what they already know and with their unique experience,
- 2. Input (Deductive) Learning Task: Invites the learner to examine new concepts, skills, attitudes the content of the course,
- 3. Implementation Learning Task: Engages the learner in doing something with new concepts, skills, and attitudes, and;
- 4. Integration Learning Task: Asks the learner to integrate the new learning into their lives.

### Effective Teaching from Powerful Learning: What we Know about Teaching for Understanding (2008) edited by Linda Darling-Hammond:

http://www.edutopia.org/pdfs/edutopia-teaching-for-meaningful-learning.pdf

- 1. Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.
- 2. Students need to organize and use knowledge conceptually if they are to apply it beyond the classroom.
- 3. Students learn more effectively if they understand how they learn and how to manage their own learning.

#### A Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about</u> **how** they made their work better. (\*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated	TEACHER REFLECTION:
instruction for English proficiency levels, gifted and special needs	Annotations and alternative
students in every classroom.	resources
1. What will students be able to know and do after this instruction?	
(Student performance/student learning outcome)	
2. What is the core concept or essential question that introduces the	
lesson or instructional unit?	
3. What rubric or assessment is developed so that students know	
what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge,	
experience, and skills of the students?	
5. How does the lesson support students in using a wide range of	
resources, including digital and multi-media, to produce quality	
work based on credible sources?	
6. What kind of publishable writing is supported by this lesson:	
a) persuasion transitioning to argumentation: Write arguments to	
support claims in an analysis of substantive topics or texts, using	
valid reasoning and relevant and sufficient evidence (CCRS).	
b) explanatory: Write informative/explanatory texts to examine	
and convey complex ideas and information clearly and accurately	
through the effective selection, organization, and analysis of	
content.	
c) narrative: Write narratives to develop real or imagined	
experiences or events using effective technique, well-chosen details,	
and well-structured event sequences.	
7. What multiple texts (both narrative and informational) will	
support a wide-range of students to demonstrate their understanding	
of the concept in a student performance (such as written work or	
presentation)?	
8. What are the instructional strategies that will support students in	
developing the skills of listening, speaking, and collaborating with	
other students to produce quality work?	
9. How will students assess their own work and get feedback from	
others to make their work better?	
10. When and in what structure (example: PLC, grade level team,	
department mtg.) will you examine the student work from this	
lesson/unit and discuss with colleagues ideas for adjusted	
instruction?	

**Essentials:** Narrative Writing

**Skills and Knowledge:** Write narratives to develop real or imagined experiences or

events using effective technique, well-chosen details, and

well-structured event sequences.

Title	Narrative Writing			
Author / Source	Kristin van Brunt, Viewmont High School			
Submitted by	Kristin van Brunt, Viewmont High School			
Objectives What will students know and be able to do at the end of this lesson?	Students will know the parts of a narrative and will understand how including all parts of the plot structure will improve a narrative. Students will apply that knowledge in the writing of a fictional narrative.			
Lesson Description	Students will take the "world's most boring story ideas," and transform them into narratives through application of the sequence of narrative writing.			
Lesson Materials and Resources	List of boring story ideas, writing utensils, paper.			
Instructional Activities	Part One: explain <i>Exposition</i> to class and how it sets the stage for the rest of the story. Read examples from various short stories, novels, poems, etc. Also, give examples from movies and television as well.  Have students choose one of the "world's most boring story ideas" and write an exposition for it (do a sample for them first):  A person walked around the block with a dog.  A person went shopping and bought something.  A person went to school and attended classes.  A person went into a building.  A person had a play day.  A person attended a sporting event.  A person went on a trip.  Part Two: explain <i>rising action/conflict</i> , give examples, and have the students write that portion of the story. Do one as an example for them as well.  Parts Three, Four, and Five: teach the concepts of <i>climax</i> , <i>falling action</i> , and			

#### Formative Assessment

How will I check for understanding?
How will students show what they know?

Students will write a new portion of the story each day. They will turn them in so the teacher can review them, and they will work in pairs to revise them. Each student will read his/her paper aloud to a partner, who will give feedback and make suggestions for improvement.

*resolution*. Have students add those portions of the story, until their narrative draft is complete. Make sure students understand that the narrative structure is flexible.

### Extending the Lesson

What are ways to reteach the objectives?
What are ways to enrich the lesson?

After the draft is complete, students will work on revision and editing. This could include discussion of various language standards from the Common Core (parallel structure, types of phrases and clauses, and semicolons) and how those could improve the narratives. Students could then incorporate those items into their writing in ways that improve the narrative.

They will then publish the writing in an appropriate format (wiki, blog, website, etc.).

Students also identify the parts of a story in the short stories/novels we read, and will discuss what makes the structure useful.

This lesson started out in the following format:

#### FIRST DRAFT OF NARRATIVE LESSON

- Go over *plot* and *exposition* with students
- Have students choose one of the "world's most boring story ideas" and write an exposition
  - o A person walked around the block with a dog.
  - A person went shopping and bought something.
  - o A person went to school and attended classes.
  - o A person went into a building.
  - o A person had a play day.
  - o A person attended a sporting event.
  - o A person went on a trip.
- Share expositions in small groups, and give feedback
- Revise expositions based on comments from group members
- Go over rising action/conflict
- Students then add conflict to their expositions. This should include a minimum of one type of conflict.
- Share conflicts in small groups, and give feedback (if time)
- Revise conflicts based on comments from group members
- Follow the same procedure for *climax*, *falling action*, and *resolution*.

On the following pages, please note how the lesson was taken through the revision process using the ten questions on the previous pages. Note teacher reflections and changes to the lesson.

NOTE: THIS IS A WORK IN PROGRESS - IT IS NOT A COMPLETED LESSON

A Common Core Top Ten: 6-12 ELA Secondary Template
Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about</u> **how** they made their work better. (\*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated	TEACHER REFLECTION:
	Annotations and alternative
instruction for English proficiency levels, gifted and special needs	
students in every classroom.  1. What will students be able to know and do after this instruction?	resources
	Students will write narratives to
(Student performance/student learning outcome)	develop real or imagined
	experiences or events using
	effective technique, well-chosen
	details, and well-structured
	event sequences. They will
	know parts of a narrative and be
	able to use them to improve a
	story idea.
2. What is the core concept or essential question that introduces the	This lesson is part of a larger
lesson or instructional unit?	inquiry unit on narratives based
	on the essential question: What
	makes a good story?
3. What rubric or assessment is developed so that students know	Each time the student finishes
what quality of work is expected?	one part of the story structure,
	he/she will turn it in so the
	teacher can review it. Students
	will also share their writing with
	other students in class each day.
	Peer review will be a daily part
	of this lesson.
	When students are finished with
	the story (and have had a
	chance to revise and edit) they
	will turn in the final paper,
	which will be graded on a rubric
	the students have from the
	beginning of the project. (Still
	need to create this)
4. How does this lesson or unit build on prior knowledge,	Before we get to this lesson,
experience, and skills of the students?	students will have discussed
	what makes a good story. They
	will have discussed plot,
	characterization, setting, use of
	dialogue, use of figurative
	language, rhetorical devices,
	etc. Additionally, they will
	have analyzed pieces of
	literature to see what

	contributes to good writing so they can apply that knowledge as they write the story.
5. How does the lesson support students in using a wide range of resources, including digital and multi-media, to produce quality work based on credible sources?	Students will use word- processing technology to draft and revise their narratives.
	They will also use wiki technology or blogs to post their stories for others to review.
	If students choose to illustrate their stories, different technologies could also be brought in to the project.
<ul> <li>6. What kind of publishable writing is supported by this lesson:</li> <li>a) persuasion transitioning to argumentation: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS).</li> <li>b) explanatory: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>c) narrative: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>	Narrative writing
7. What multiple texts (both narrative and informational) will support a wide-range of students to demonstrate their understanding of the concept in a student performance (such as written work or presentation)?	A follow-up project could be an explanatory paper about what makes a good story.  Another idea could be an argumentative paper about whether is a good story.
8. What are the instructional strategies that will support students in developing the skills of listening, speaking, and collaborating with other students to produce quality work?	Students will work in pairs to share their writing. Each student should read his/her story aloud, one section at a time. The peer reviewer will listen and give feedback, so the two can collaborate to improve/revise the narrative.
	Language standards could also be brought in on this lesson. Students could learn parallel structure, phrases and clauses, and semicolons, then be asked to incorporate them into the text

	they are writing.
9. How will students assess their own work and get feedback from	Students will note on their own
others to make their work better?	papers how they have included
others to make their work better:	all aspects of each portion of the
	plot structure. They will also
	get feedback from other
	students in the class and the
	teacher after each portion of the
	story is written. Students are
	also given the time to revise.
	Students will be given a rubric
	at the beginning of the lesson,
	so they will know exactly how
	they will be graded. Teacher
	could show exemplars to the
	class, and grade them to show
	students the expectations.
10. When and in what structure (example: PLC, grade level team,	Teachers can take student work
department mtg.) will you examine the student work from this	to a grade-level English PLC
lesson/unit and discuss with colleagues ideas for adjusted	and discuss the work. If all
instruction?	teachers use the same rubric for
mondon.	narrative writing, they can
	compare finished products and
	ideas on how to improve them.

#### Common Core Academy Participant Feedback Form – Day One

1. Do you have any general questions or concerns after today's session? 2. Rate each of today's learning tasks according to how helpful the task was, and list any questions or concerns you have regarding the information: (1-4 scale. 1=Not Helpful, 4 = Extremely Helpful) a. Learning Task 1 – Warm-up activity: Learning Needs and Resource Assessment i. Ranking ii. Questions/Concerns b. Learning Task 2A– Common Core Introduction "Key Design Considerations" i. Ranking ii. Ouestions/Concerns c. Learning Task 2B- Common Core Introduction "College and Career Readiness" i. Ranking ii. Questions/Concerns d. Learning Task 2C- Common Core Introduction "What the Common Core Standards are Not" i. Ranking ii. Ouestions/Concerns e. Learning Task 2D – Common Core Implementation Strategies and First Steps i. Ranking \_\_\_\_\_ ii. Questions/Concerns f. Learning Task 3 – "Productive Collaboration: Speaking and Listening Standards" i. Ranking ii. Ouestions/Concerns g. Learning Task 4 – "Learning Tasks for Inquiry-based Instruction" i. Ranking ii. Questions/Concerns h. Learning Task 5 – "Three Principles of Teaching and Learning for Understanding" i. Ranking \_\_ ii. Ouestions/Concerns i. Learning Task 6 – Analysis of Current Lesson to Re-design Instruction: "Top Ten Template."

i. Ranking \_\_\_\_\_ii. Questions/Concerns

## Secondary English 10 Language Arts Common Core Academy 2011 Participants' General Guide

#### Day Two

#### Achievement-Based Learning Outcomes

By the end of Day Two, participants will have:

- Used an inductive learning task to activate prior knowledge about the impact of reading on the reader's personal experience,
- Reviewed and analyzed the three criteria for determining text complexity and applied them to their practice to better match reader with performance task,
- Reviewed and analyzed ONE model for effective differentiation based on brain-research,
- Reviewed the Common Core introduction and WIDA standards to address the needs of English Language Learners and Students with Disabilities,
- Reviewed Effective Practices for Strengthening reading through Writing and identified strategies for implementation,
- Clarified the distinctions between persuasive writing and the expectations in the Common Core for writing argumentation with support models for transition and assessment,
- Worked collaboratively to re-design a lesson or unit on writing as aligned to the Common Core Standards.

#### Day Two At-a-Glance

Day Two At-a-	
Time	Agenda
8:30-8:45	Feedback
8:45-10:00	Learning Task 1
	Warm-Up: Favorite Book Activity
	Learning Task 2
	Range and Text Complexity (pp. 2-10 in Appendix A, Text Complexity PowerPoint,
	A Visual Representation of the Range and Complexity of Text in the Existing Core
	Compared to the Common Core, and Text Complexity Analysis of <i>A Separate Peace</i> )
10:00-10:10	Break
10:15-11:15	Learning Task 3A
	Teaching with a Focus on Learners: A Model for Effective Differentiation (See
	additional resources – Learning Task 3A)
	Learning Task 3B
	WIDA (World-Class Instructional Design and Assessment)
11:15-12:00	Lunch

12:00-2:00	Learning Task 4 Using Writing to Improve Reading - Recommendations from Graham and Hebert in the Carnegie Report  Effective Practices for Strengthening Reading through Writing – Carnegie Report (See additional resources – Learning Task 4)  (2010 - Writing to Read: Evidence for How Writing Can Improve Reading by Steve
	Graham and Michael Hebert, Vanderbilt University.) You can download the Carnegie report at <a href="http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf">http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf</a> Learning Task 5  Writing Arguments: Writing Guide: The Toulmin Method (See additional resources-Learning Task 5)  Learning Task 6  Assessing Student Argumentative Writing (Appendix C annotations)
2:00-2:10	Break and Snacks
2:15-3:15	Learning Task 7  Analysis of Current Writing Lesson to Re-Design Instruction: "Common Core Top Ten Template" (Additional Resources)
3:15-3:30	Participant Feedback

#### **Additional Resources**

#### **Learning Task 2**

**Text Complexity PowerPoint (please download)** 

Visual Representation of the Range and Complexity of text in the Existing Core Compared to the Common Core (please download)

Text Complexity Analysis of A Separate Peace (please download)

## Checklist for Differentiating Instruction Based on Student Readiness AND Checklist for Differentiating Instruction Based on Student Interest (please download)

Questions to help teachers reflect on their students as readers to support differentiation (the complete sheet is reproducible Exercise 6.1 from Sousa and Tomlinson at : http://files.solution-tree.com/pdfs/reproducibles DAB/exercise6.1.pdf

#### **Learning Task 3A**

"Effective differentiation does not call on a teacher to be all things to every student at all times of the day. Rather, it calls on teachers to be consistently mindful of three things: (1) how their content is structured for meaning and authenticity, (2) who their students are as individuals, and (3) which

elements in their classrooms give them degrees of freedom in connecting content and learners (2011, p. 15)"

Model for differentiation developed by David Sousa and Carol Ann Tomlinson (2011 <a href="http://www.go.solution-tree.com/instruction">http://www.go.solution-tree.com/instruction</a>)

#### **Learning Task 4**

#### Carnegie Report: Writing Practices That Enhance Students' Reading

This report identifies a cluster of closely related instructional practices shown to be effective in improving students' reading. We have grouped these practices within three core recommendations, here listed in order of the strength of their supporting evidence.

#### I. HAVE STUDENTS WRITE ABOUT THE TEXTS THEY READ.

Students' comprehension of science, social studies, and language arts texts is improved when they write about what they read, specifically when they:

- 1. Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)
- 2. Write Summaries of a Text
- 3. Write Notes About a Text
- 4. Answer Questions About a Text in Writing, or Create and Answer Written Questions About a Text

## II. TEACH STUDENTS THE WRITING SKILLS AND PROCESSES THAT GO INTO CREATING TEXT.

Students' reading skills and comprehension are improved by learning the skills and processes that go into creating text, specifically when teachers:

- 1. Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills (Improves Reading Comprehension)
- 2. Teach Spelling and Sentence Construction Skills (Improves Reading Fluency)
- 3. Teach Spelling Skills (Improves Word Reading Skills)

#### III. INCREASE HOW MUCH STUDENTS WRITE.

Students' reading comprehension is improved by having them increase how often they produce their own texts.

Writing to Read does not identify all the ways that writing can enhance reading, any more than Writing Next identified all of the possible ways to improve students' writing. However, all of the Writing to Read instructional recommendations have shown clear results for improving students' reading. Nonetheless, even when used together these practices do not constitute a full curriculum. The writing practices described in this report should be used by educators in a flexible and thoughtful way to support students' learning. The evidence is clear: writing can be a vehicle for improving reading. In particular, having students write about a text they are reading enhances how well they comprehend it. The same result occurs when students write about a text from different content areas, such as science and social studies.

This result is consistent with the finding from *Writing Next* that writing about science, math, and other types of information promotes students' learning of the material. In addition, teaching writing not only improves how well students write, as demonstrated in *Writing Next*; it also enhances students' ability to read a text accurately, fluently, and with comprehension. Finally, having students spend more time writing has a positive impact on reading, increasing how well students comprehend texts written by others. Taken together, these findings from *Writing to Read* and *Writing Next* highlight the power of writing as a tool for improving both reading and content learning.

#### **Learning Task 5**

Writing Guide: The Toulmin Method <a href="http://writing.colostate.edu/guides/reading/toulmin/index.cfm">http://writing.colostate.edu/guides/reading/toulmin/index.cfm</a>

#### **Definition of the Toulmin Method**

Thorough analysis requires us to go beyond the kinds of "gut-level" responses we undergo when reading. To respond analytically to an argument is to do much more than state a basic agreement or disagreement with it; it is to determine the *basis* of our agreement or disagreement. In other words, analysis is a process of discovering how the argumentative strategies an author employs (the *how* and *why* levels of an argument) lead us to respond to the content (the *what* level) of that argument in the way that we do. Sometimes, too, such analysis can cause us to change our minds about our judgment of how effective or ineffective an argument is.

#### Why Use the Toulmin Method?

The Toulmin Method is a way of doing very detailed analysis, in which we break an argument into its various parts and decide how effectively those parts participate in the overall whole. When we use this method, we identify the argument's claim, reasons, and evidence, and evaluate the effectiveness of each.

However, it can be said that Toulmin works somewhat like a formula to be applied to arguments, and that as such it exhibits some limitations. It is often not very well applied, for example, to arguments that are not themselves organized in a linear way and written in the tradition of Western rhetoric. This method is limited to logical analysis, and therefore excludes other types of evaluation/analysis which are equally important (such as the Critical Reading strategies) But Toulmin proves for many to be a good starting point.

#### Writing Guide: Critical Reading

Critical reading is a vital part of the writing process. In fact, reading and writing processes are alike. In both, you make meaning by actively engaging a text. As a reader, you are not a passive participant, but an active constructor of meaning. Exhibiting an inquisitive, "critical" attitude towards what you read will make anything you read richer and more useful to you in your classes and your life. This guide is designed to help you to understand and engage this active reading process more effectively so that you can become a better critical reader. Most successful critical readers do some combination of the following strategies:

Previewing

- Annotating
- Summarizing
- Analyzing
- Re-reading
- Responding

#### A Toulmin Model for Analyzing Arguments - Worksheet

(modified from Timothy W. Crusius and Carolyn E. Channell, *The Aims of Argument*, p. 34)

Claim:

Qualifier?

Exceptions?

\*\*\*\*\*\*\*

#### Reason 1

What makes this reason relevant?

What makes this reason effective?

What evidence supports this reason?

Is this evidence sufficient?

Is this evidence credible?

Is this evidence accurate?

#### Reason 2

What makes this reason relevant?

What makes this reason effective?

What evidence supports this reason?

Is this evidence sufficient?

Is this evidence credible?

Is this evidence accurate?

#### Reason 3

What makes this reason relevant?

What makes this reason effective?

What evidence supports this reason?

Is this evidence sufficient?

Is this evidence credible?

Is this evidence accurate?

\*

Objection:

Rebuttal:

Objection:

Rebuttal:

Objection:

Rebuttal:

### ABRAHAM LINCOLN The Gettysburg Address (1863)

President Abraham Lincoln presented this speech on the site of the Battle of Gettysburg on November 19, 1863. The battle, fought between July 1st and 3rd of that year, involved over 160,000 Americans and helped to decide the fates of the Confederacy and the Union. President Lincoln's concise speech originally disappointed the crowds at the battlefield; over time, his words have become synonymous with the democratic foundation of the United States.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that the government of the people, by the people, for the people, shall not perish from the earth.

#### **Argumentation:**

You Tube – Monty Python – Argument Clinic

http://owl.english.purdue.edu/owl/owlprint/588/

\*Excellent information about argumentation

http://owlet.letu.edu/contenthtml/research/toulmin.html

\*Visual representation of Toulmin argument

http:/rwc.hunter.cuny.edu/reading-writing/on-line/argument.html

\*A good explanation of the difference between argument and persuasion

http://www.boisestate.edu/wcenter/ww78.html

\*Step-by-step walk through Toulmin argument

#### **Common Core Academy Participant Feedback Form – Day Two**

- 1. Were there any questions or concerns from yesterday's feedback form that were not adequately addressed? If so, what were they?
- 2. Do you have any general questions or concerns after today's session? 3. Rate each of today's learning tasks according to how helpful the task was, and list any questions or concerns you have regarding the information: (1-4 scale. 1=Not Helpful, 4 = Extremely Helpful) a. Learning Task 1 – Review of Feedback & Warm-up Activity. i. Ranking \_\_\_ ii. Questions/Concerns b. Learning Task 2 – Range and Text Complexity i. Ranking ii. Questions/Concerns c. Learning Task 3A and 3B – Teaching with a Focus on Learners: A Model for Effective Differentiation and WIDA (World-Class Instructional Design and Assessment) i. Ranking \_ ii. Questions/Concerns d. Learning Task 4 – Using Writing to Improve Reading i. Ranking ii. Ouestions/Concerns e. Learning Task 5 – Writing Arguments: Writing Guide: The Toulmin Method i. Ranking ii. Questions/Concerns Learning Task 6 – Assessing Student Argumentative Writing iii. Ranking \_\_\_ iv. Questions/Concerns f. Learning Task 7 – Lesson re-design for publication i. Ranking \_\_\_\_ ii. Ouestions/Concerns Are there elements of the Common Core we have not covered, or that you still have questions about, that you would like to see covered in the last two days of the Common Core Academy?

## Secondary English 10 Language Arts Common Core Academy 2011 Participants' General Guide

#### **Day Three**

#### Achievement-Based Learning Outcomes

By the end of Day Three, participants will have:

- Analyzed and evaluated strategies for improving adolescent writing,
- Evaluated models of student writing, for both explanatory and narrative text,
- Examined various strategies for vocabulary instruction,
- Developed methods of integrating language instruction with reading and/or writing instruction,
- And developed or re-designed writing lessons for use in the classroom.

#### Day Three At-a-Glance

Day Timee Tit	u Grance
Time	Agenda
8:30-9:00	Review participant feedback
	Task 1 – Warm-up: Interdisciplinary and multi-media experience
9:00-10:00	Task 2 - Effective Strategies to Improve Adolescent Writing Instruction
	(Writing Next, The Carnegie Report)
10:00-10:10	Break
10:15-11:15	Task 3 – Argument, Explanatory and Narrative Writing (Appendix C by grade
	level)
11:15-12:00	Lunch
12:00-1:00	Task 4 – Language Overview
1:00-2:00	Task 5 - Vocabulary Development
2:00-2:10	Break and Snacks
2:15-3:15	Task 6 – Common Core writing lesson and/or unit re-design for publication:
	Feedback, Review, and Revision
3:15-3:30	Portisinant Foodback
3.13-3.30	Participant Feedback

#### **Additional Resources**

Writing Next Report (Available for free download at the following websites: <a href="www.all4ed.org">www.all4ed.org</a> and <a href="www.all4ed.org">www.all4ed.org</a> and <a href="www.carnegie.org/literacy">www.carnegie.org/literacy</a>)

#### **VOCABULARY STRATEGIES**

**Vocabulary Self-Assessment** 

WORD	Don't Know, Never Heard	Heard it, but don't know what it is	Recognize it has something to do with	Know it well and can use it

**Contextual Redefinition** 

WORD	0 = Don't Know 1 = Heard 2 = Know & Use	Predicted meaning before reading	Assumed meaning after reading	Context clues used to determine meaning

**SAT Daily Vocabulary** 

DITT Duit,	MI Dany vocabulary			
WORD	Variant	Link	Definition	Sentences
	Form(s)			
Dormant	Dormancy	Door	Asleep or	Fido may be DORMANT, but he is not a door
		Mat	inactive	mat.
				Bears hibernate in caves and remain
				DORMANT throughout the winter.

Personal Vocabulary (from novels, etc.)

WORD, NOVEL, PAGE#	Variant Form(s)	Link	Definition	Sentences

#### **Common Core Academy Participant Feedback Form – Day Three**

- 1. Were there any questions or concerns from yesterday's feedback form that were not adequately addressed? If so, what were they?
- 2. Do you have any general questions or concerns after today's session? 3. Rate each of today's learning tasks according to how helpful the task was, and list any questions or concerns you have regarding the information: (1-4 scale. 1=Not Helpful, 4 = Extremely Helpful) a. Learning Task 1 – Review of feedback & Warm-up activity. i. Ranking ii. Questions/Concerns b. Learning Task 2 – Effective Strategies to Improve Adolescent Writing Instruction i. Ranking \_\_\_\_\_ ii. Ouestions/Concerns c. Learning Task 3 – Argument, Explanatory and Narrative Writing i. Ranking \_\_\_\_\_ ii. Questions/Concerns d. Learning Task 4 – Language Overview i. Ranking \_\_\_\_\_ ii. Questions/Concerns e. Learning Task 5 – Vocabulary Development i. Ranking \_\_\_\_\_ ii. Ouestions/Concerns f. Learning Task 6 – Lesson re-design for publication i. Ranking \_\_\_\_\_ ii. Questions/Concerns Are there elements of the Common Core we have not covered, or that you still have questions about, that you would like to see covered in the last day of the Common Core Academy?

## Secondary English 10 Language Arts Common Core Academy 2011 Participants General Guide

#### **Day Four**

#### **Achievement-Based Learning Outcomes:**

By the end of Day Four Participants will have:

- Reviewed and analyzed lessons and/or units for alignment with the four Strands for Common Core,
- Provided feedback & reviewed current writing lesson for publication,
- Identified the "Top Five" Essentials for implementing the CCSS,
- Developed an action plan for collaboratively implementing CCSS,
- Identified priorities for on-going professional development (next five years),
- Discussed with principals what ELA & interdisciplinary literacy will look like in our 21<sup>st</sup> century schools.

#### DAY FOUR TIMELINE

	DATFOOK INVECTIVE				
TIME	SCHEDULE				
8:30-8:45	Facilitators response to feedback				
9:00-10:00	Task 1 Preparations to Publish Lessons				
10:00-10:10	Break				
10:15-10:45	Task 2 Identification of "Top Five" Essentials necessary to effectively implement the				
	CCSS in our schools				
10:45-11:15	Task 3 Develop an "action plan" for collaboratively implementing the CCSS				
11:15-12:00	Lunch				
12:00-1:00	Task 4 Identify the priorities for professional development over the next five years				
1:00-2:00	Task 5 Meet with principals & discuss what ELA & interdisciplinary literacy will				
	look like in our 21 <sup>st</sup> century schools & what it will take to overcome challenges				
2:00-2:10	Break and Snacks				
2:10-3:15	Task 5 (continued)				
3:15-3:30	Debrief with Principals				
3:30	End of the Day Participants turn in your Day 4 feedback sheets.				

#### **Additional Resources:**

- Focus Mike Schmoker
- "National Information Literacy Awareness Month Proclamation" [2009] By the President of the United States of America
- The Right to Literacy in Secondary Schools: Creating A Culture of Thinking Suzanne Plaut, editor

# Secondary English 10 Language Arts Common Core Academy Day Four Note Taking Sheet

Overview: Triad One Brainstorm List	
What should principals and administrative teams know about Common Core?	
Overview:	
Triad Two	
Compare and	
contrast your lists, and select the top 5	
priorities.	
Prioritize and	
provide a rationale	
for each of your	
TYING IT ALL TOGETHER	
TOGETHER  Communication,	
TOGETHER	
TOGETHER  Communication, Collaboration, & Coordination  Develop a list of professional development needs	
TOGETHER  Communication, Collaboration, & Coordination  Develop a list of professional	

### Common Core Academy Participant Feedback Form – Day Four

- 1. Were there any questions or concerns from yesterday's feedback form that were not adequately addressed? If so, what were they?
- 2. Do you have any general questions or concerns after today's session?

3.		of today's learning tasks according to how helpful the task was, and list any questions or you have regarding the information: (1-4 scale. 1=Not Helpful, 4 = Extremely Helpful)
	a.	Learning Task 1 – Final preparations to publish lessons
		i. Ranking
		ii. Questions/Concerns
	b.	Learning Task 2 – Group identifies the "Top Five" Essentials necessary to effectively
		implement the CCSS in our schools
		i. Ranking
		ii. Questions/Concerns
		Learning Task 3 – Group develops an "action plan" for collaboratively implementing
	C.	the CCSS
		i. Ranking
		ii. Questions/Concerns
	d.	Learning Task 4 – Group Identifies the priorities for professional development over the
		next five years
		i. Ranking
		ii. Questions/Concerns
	e	Learning Task 5 – Group meets with principals and discuss what CCSS will look like
	C.	in our 21 <sup>st</sup> century schools.
		i. Ranking
		ii. Questions/Concerns
		n. Questions/Concerns

Are there elements of the Common Core we have not covered, or that you still have questions

about?

22